



Equitable Service for
Private

District provides equitable services to

	<p>ESSER I Year I Validations focused on Private School Equitable Services and Year 2 will focus on the needs assessment process.</p>	<p>ESSER II Compliance Topics are TBD</p>	<p>ESSER II Compliance Topics are TBD</p>
<p>Maintenance of Effort</p>	<p>No local MOE requirement</p> <p>1. A State's application for funds to carry out sections 18002 or 18003 of this title shall include assurances that the State will maintain support for elementary and secondary education.</p>		

			<p>grade span (based on Title I, Part A economically disadvantaged student data).</p> <p>An LEA that has fewer than 1000 total enrollment, has only one campus within the LEA, only one campus per grade span within the LEA, or receives a waiver from USDE may be exempt from the MOQ requirement.</p> <p>More information will be provided once USDE releases MOQ guidance.</p>
<p>LEA Use of Funds Plan Requirements</p>	<p>No requirement</p>	<p>No requirement</p>	<p>LEA ESSER III Use of Funds Plan -- this requirement is created in federal rule and requires the following:</p> <p>The LEA must engage in meaningful r.0 1,9</p>

are incarcerated, and other underserved students.

The LEA must provide its plan for the uses of ARP ESSER III funds in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

At a minimum, the plan must include a description of:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

			<p>4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.</p>
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LEA Safe Return to In-

- contact tracing in combination with isolation and quarantine, in

prior to enactment of the ARP Act that meets the requirements for stakeholder input and public comment, and is posted to the LEA's website, but does not address each of the required aspects of safety recommended by CDC, as part of the required 6-month periodic review must revise its plan consistent with these requirements no later than six months after it last reviewed its plan. Since most LEAs developed their initial plans in the fall, if they have not been reviewed in the past six months, the plan must be reviewed and revised at this time.

All plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. TEA will monitor this requirement based on the LEA's written translation policy. In most cases the plan will be required to be translated into Spanish. Other languages will be determined by local translation policy.

			2. Ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on student populations as defined in ESEA, Title I, Part A; students experiencing homelessness; and youth in foster care.
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Allowable Costs

USDE has clarified that ESSER I, ESSER II, and ESSER III grants may be expended for any allowable activity codified under statute in ESSER I, II, or III, making the allowable activities interchangeable among the activities that are listed in Section 18003(d) of the CARES Act, Section 313(d) of the CRRSA Act, and Section 2001(e) of the ARP Act. Any allowable use of funds to be charged to the ESSER grant must be reasonable and necessary, the LEA must justify the use of funds to the intent of the ESSER statute (which is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students), and the LEA must align it to an allowable activity in the statute.

In determining how to prioritize its funds, an LEA should consider how to use those funds to safely reopen schools for full-time instruction for all students, maintain safe in-person operations, advance educational equity, and build capacity. An LEA may provide services directly or enter into an agreement (e.g., a contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities under ESSER. An LEA is not authorized to award subgrants with ESSER funds. contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities

6. Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
8. Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
9. Developing and implementing

18. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification